

Assessment in music

Christopher Stevens HMI
Subject lead Music



The school inspection handbook

212. Inspectors will consider how the curriculum developed or adopted by the school is taught and assessed in order to support pupils to build their knowledge and to apply that knowledge as skills (we call this 'implementation').

The school inspection handbook

214. Inspectors will focus on what our inspection experience and research show are the most important factors to consider. These are the extent to which leaders:

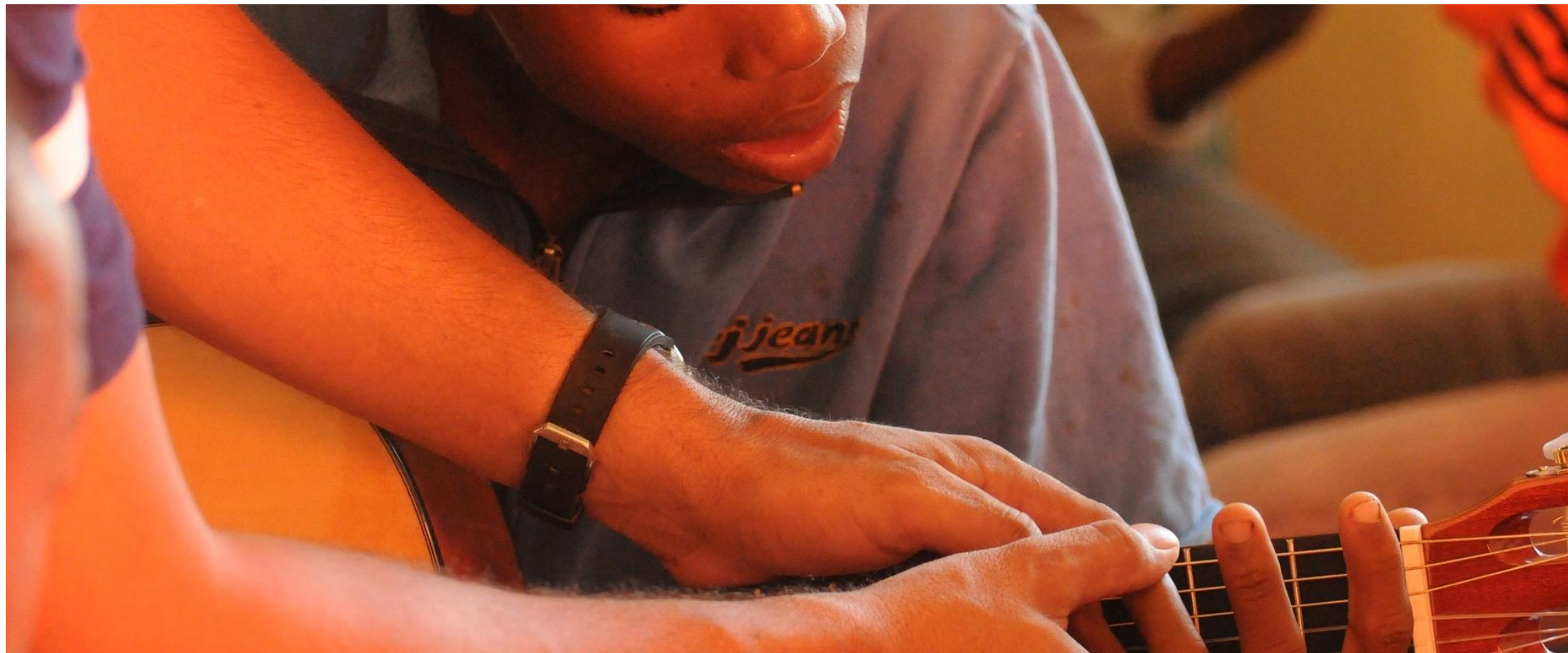
- consider the most important knowledge or concepts that pupils need to know and focus on these, and prioritise feedback, retrieval practice and assessment

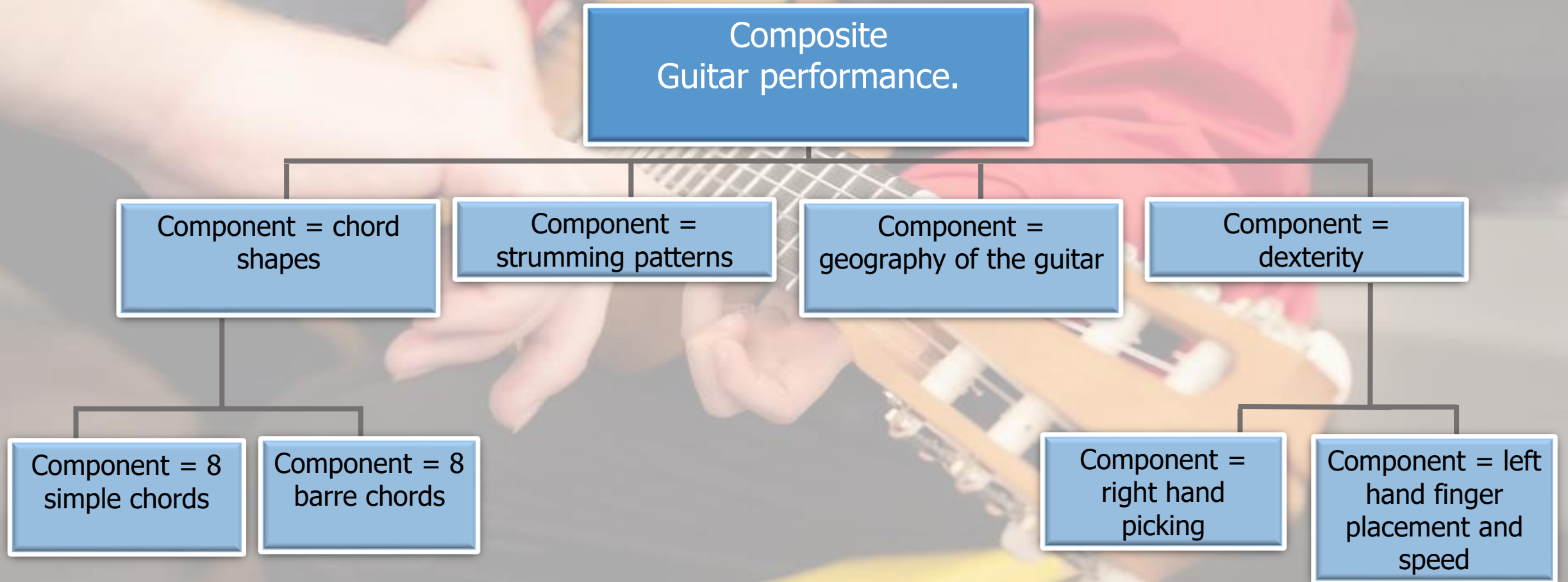
The school inspection handbook

214. Inspectors will focus on what our inspection experience and research show are the most important factors to consider. These are the extent to which teachers:

- use assessment to check pupils' understanding to inform teaching, and to help pupils embed key concepts, use knowledge fluently and develop their understanding, and not simply memorise disconnected facts

Assessment in music





Part of the Year 3 curriculum

- Be able to collect the instrument safely when setting up for tuning.
- Be able to hold the ukulele correctly.
- Be able to play the correct strings when holding the ukulele correctly to a steady pulse.
- Know the fret numbers and be able to locate them.
- Be able to play a C and Am chord with the correct fingers, thumb position and raised knuckles.



Some principles to consider

- If a pupil does not know enough about a topic, then they do not need feedback, they need more instruction.



Some principles to consider

- Feedback needs to be context-specific, not general.



Some principles to consider

- Feedback should require the pupil to do more work, not the teacher.



Assessment in the Early Years

- Is most effective when centres on supportive and encouraging feedback.
- Leaders and teachers should avoid excessive assessment that takes children away from opportunities to learn and make music.
- Assessment of music through books or through photographs of children engaged in musical activities is of very limited use. It is more important to listen to children's music responses.

Summative assessment in music



Some principles to consider

- There are no universal features of music that allow an assessment of attainment in the domain as a whole.



Some principles to consider

- To get better at music takes time.



High-quality music education may have the following features:

- An emphasis on formative developmental feedback.
- Clarity over the components which will form the basis for formative assessment.
- Judicious use of summative assessment to check on curriculum effectiveness.

Q&A



Ofsted on the web and on social media

www.gov.uk/ofsted

<https://reports.ofsted.gov.uk>

 www.linkedin.com/company/ofsted

 www.youtube.com/ofstednews

 www.slideshare.net/ofstednews

 www.twitter.com/ofstednews

 www.twitter.com/cats_fugue

